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ADVANCED VISUAL INTERFACES 2018

CONSUMING VERSUS AUTHORIZING:
REFLECTIONS ON VIDEO
ASSIGNMENTS FOR USABLE SECURITY

OVERVIEW

OVERVIEW

- contributions and motivation for using video assignments on two courses related to usable security.
- observations from these assignments, in terms of differences between artefacts produced on both courses.
- close with a discussion and some recommendations for performing such assignments in the future.

CONTRIBUTIONS

Why would you want to listen to this talk?

CONTRIBUTIONS



CONTRIBUTIONS



CONTRIBUTIONS



CONTRIBUTIONS



CONTRIBUTIONS



MOTIVATION

MOTIVATION



MOTIVATION



MOTIVATION



MOTIVATION



MOTIVATION



MOTIVATION



What is the real educational motivation?

What is the real educational motivation?

CHAT SHOW STYLE
FILMED DIALOGUE - FREE FORM - CONVERSATIONAL

CHALLENGE

CASE STUDIES

Reflections on Video Assignments for Usable Security

Advanced Visual Interfaces, May 29, 2018, Castiglione della Pescaia, Italy

COMPOSITION		SPEAKER ROLES		TONE	
Description	Benefits & Concerns	Description	Benefits & Concerns	Description	Benefits & Concerns
Lecture. Teams would typically capture speakers using a smartphone camera giving a lecture with supporting slides in a theatre or group study facility.	Optimal for delivering knowledge, but less so for communicating the merits of an artefact, e.g. an interface. Speakers often struggled to interact with the artefact or supporting slides or material.	Instructor. The speaker would adopt the approach of teacher and methodically progress through a script or series of bullet points.	The approach was beneficial for nervous students that were not confident in the material or the areas being discussed, but such a style was not engaging or distinct. The approach does require some coordination between members.	Formal. The majority of speakers adopted a formal tone when delivering the presentation. The approach often exhibited planning, but also had the potential be disjointed as students would work on silo-ed segments.	The approach is generally optimal for conveying knowledge and the virtues of a particular interface or solution. However, speakers were often not engaging and often lacked imagination in terms of how to stimulate the audience.
Narration. Teams would typically capture a video pre-stream and then narrate over the recording, e.g. screen recording. It was also common for students to capture a traditional slide-deck and narrate.	A very common and relatively easy to capture presentation type. The type often lacked coherence and exhibited lack of planning as team members could remotely capture segments and stitch video together more than in other types. The videos would also often have distracting watermarks due to students using shareware.	Free-form. The free-form approach is a loosely structured video with the speaker seemingly progressing through the presentation with little structure. The approach often exhibited a lack of planning and coordination with speakers rambling through concepts and ideas.	The approach has the potential to be engaging, but only with considerable practice and experience. The reality is that this style often was exhibited by weak teams rushing to meet deadlines.	Conversational. The speaker would attempt to have a conversation with the audience. A challenge for a video presentation, but effective in engaging the audience with short sentences and a clear structure.	The approach arguably only worked well for those confident in language ability, i.e. native English speakers. While it is highly engaging, it often just demonstrated a team that was not prepared and was working to fill the time requirement of the assessment.
Advertorial. Teams would produce a video as a 'sales-pitch' or marketing video that would extol the virtues and benefits of the artefact they produced. The videos would typically be technically advanced and of a high-quality production.	The approach was often effective at demonstrating the effectiveness of the artefact and is also good at demonstrating consideration of context and the intended audience. However, the advertorial approach often failed to demonstrate critical thought and teams would neglect to cement aspects in evidence.	Storytelling. Speakers adopted an approach of telling stories and providing of examples to justify the approach to designing the artefact. The concern is that this suggested the artefact was informed by a few examples or stories, rather than addressing a core problem.	The approach is optimal at demonstrating key consideration of the problem area or intended audience. However, it can be time consuming and speakers would often spend considerable time delivering aspects of stories that were often of little relevance.	<div>PAPER - TABLE 1 OBSERVATIONS</div>	

not a feature of disjointed presentations.

CASE STUDIES



CASE STUDIES



NARRATION STYLE - INSTRUCTOR ROLE - FORMAL TONE

ADVERTORIAL STYLE - FREEFORM ROLE - HUMOUROUS TONE

LECTURE STYLE - INSTRUCTOR ROLE - FORMAL TONE

CASE STUDIES



NARRATION STYLE - INSTRUCTOR ROLE - FORMAL TONE

NARRATION STYLE - FREE FORM ROLE - FORMAL TONE

NARRATION STYLE - INSTRUCTOR ROLE - HUMOUROUS TONE

CONTRAST

- **narration style** was favoured by many teams across both courses.
- **advertorial style** occurred more so regards the proactive password checker project.
- **humorous tone** was far more common with the technical assignment.
- **lecture style** was also far more present more with the proactive password checker assignment than technical solution.

HINDSIGHT

DIGITAL NATIVES DELUSION

experienced
consumers
(of video)



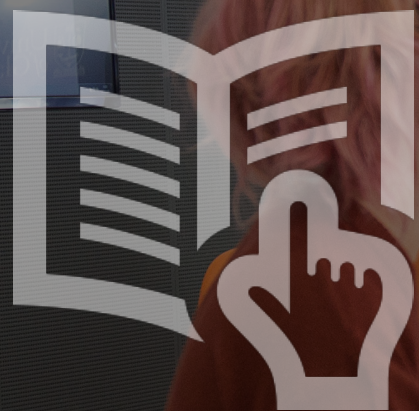
skilled
authors
(of video)

RECOMMENDATIONS

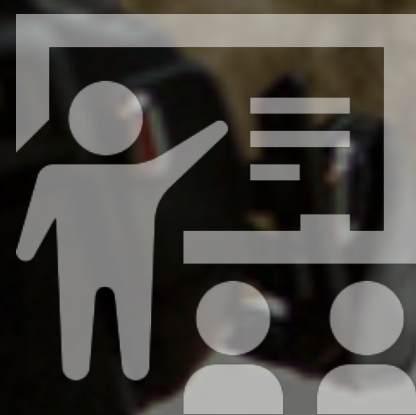








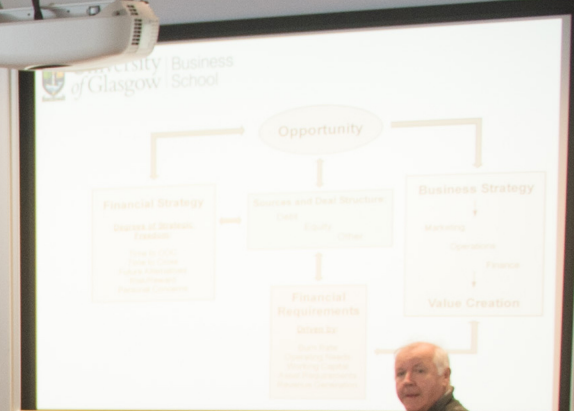


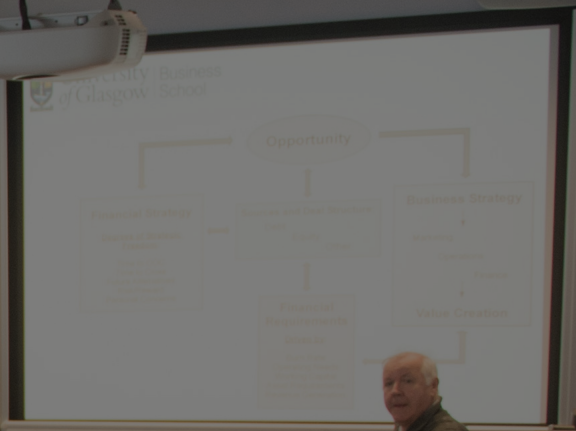




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CONCLUSION



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